President: I do not think he referred to any honourable member of this House. Is that not so, Dr. Nokes?

Dr. G. D. Nokes: I did not refer to any member. If I had done so, I should have used appropriate words.

Mr. K. R. Elenkath: Is that Parliamentary language Sir?

President: I shall consider that.

I am sure Dr. Nokes did not mean any offence to any honourable member: he is not capable of it.

Dr. G. D. Nokes: Certainly not. I was referring to statements published outside the House.

The motion that a sum of Rs. 20,401 under Demand II—Public Service Commissioner be granted was put and carried.

The grant was made.

DEMAND III—EDUCATION—EXCLUDING TRAVANCORE UNIVERSITY AND ALL-INDIA ORIENTAL CONFERENCE.

Dr. K. L. Moudgill (*Ag. Director of Public Instruction*): Sir, I rise to move for a grant not exceeding Rs. 48,42,680, under Demand III—Education, excluding Travancore University and All-India Oriental Conference.

Mr. G. Narayana Aiyar: I oppose the Demand.

Before proceeding further, I would like to point out that most of the departmental reports do not contain an index or even a table contents, so that, it is not possible to find out easily a particular item unless you go through the whole report. That is the case with almost all the reports, for instance, the reports of the Land Revenue Department, the Excise Department, the Medical Department, the Education Department, the Forest Department, the Industries Department and the Co-operative Department. Sir, these reports are distributed outside the State also. If anybody there wants to ascertain the position in regard to a particular matter, it will not be possible for him to do so unless he reads through the whole report. I would therefore request that early steps may be taken by the Government to include an index or a table of contents in every one of the departmental reports.

Coming to the Education Department, I have serious objection to the manner in which high schools are now being conducted. Sir, the headmasters of the departmental English High Schools are being paid a very decent salary, as also the senior Assistants. But, the results would show that the Department does not pay adequate attention to the teaching in high schools. Sir, the results in the E. S. L. C. examination are published in the Gazette. The average

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for the State, according to the first list, is 43 per cent. Taking into account the supplemental list also, the average comes to 44 per cent.

Dr. K. L. Moudgill: May I correct the Member, Sir? It is 54 per cent.

Mr. G. Narayana Aiyar: I thank the Member; I made a mistake.

Sir, there are about 24 institutions maintained by the Government. Judged by the results, we find that 12 of them are below the standard. I shall just give a few instances. In Eraniel the percentage is 29; in the Alleppey Mahomedan School also it is 29; 34 in Quilon; 32 in Thuckalay and Neyyattinkara etc. On the whole, it may be said that the results in the Government schools are not at all satisfactory. The report does not contain a review of the work in the various departmental schools especially the High Schools of Government. The head of the department does not seem to bestow sufficient attention on this subject. I hope sufficient attention is paid to this subject also in future. I find, Sir, that, in the Colleges, sufficient attention is being paid to the results. I submit that high school education deserves even greater attention than collegiate education. Hitherto the practice was to calculate the percentage of passes on the total number of students in the class. But now, finding the unsatisfactory results the percentage is being calculated on the number sent up for the examination; the number eliminated at the selection examination is left out of account now. I do not see any reason for that change.

Then again, it is found that in the same school the results are very good when there is a particular headmaster, and turn poor when that headmaster leaves the school and some one else takes the place. That is the case with regard to some teachers also. I think the Head of the Department does not properly scrutinise the work of headmasters and the assistants. There is also another anomaly. The headmasters get Rs. 300, and some of them even more as personal pay. The Inspectors also get only Rs. 300 or so. Naturally, the headmasters do not attach much weight to the reports of the Inspectors.

There is also the dislocation of work caused by the frequent transfers of teachers from one school to another. I would suggest to the Government to make it a rule that every teacher should serve in a particular school for 3 years at a stretch.

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Sir, we have invested and are spending a lot of our money on our Government schools, and the teachers and headmasters are paid very decent salaries. It is highly deplorable that the results in the departmental schools are not at all satisfactory.

There is also another serious complaint about the delay in the issue of grant memos. Often, it takes even 9 and 10 months of the year for these memos to be issued. Formerly, these grants were subject to revision only once in three years : but now it is being done annually. There is a lot of complaint about the delay in the issue of the grant memos. The managers of aided schools are put to a great deal of difficulty on account of such delay. I would request the Director to expedite the matter.

There is also another suggestion that I have to make to improve the efficiency of the teaching staff. Now, increments are being granted to them automatically. It must be made a rule that teachers who are not able to show satisfactory results will not be given their increments.

I have a word to submit about games fees which are now being collected by the headmasters. Now, it would seem that this fee becomes the personal property of the headmasters ; even in most schools where there is no playground or not sufficient playground, this fee is being collected from the pupils. As instances, I may mention the schools at Muvattupuzha, Todupuzha, Vaikom etc. Besides the amounts realised from the pupils, there is also a grant given by the Government. I fear the money is not being properly used in all schools. It is the duty of the Department to see that facilities are provided for games and the amounts collected well spent or, no fee should be collected for games in places where there are no facilities for proper games. Also, the accounts under this head must be properly and regularly audited.

Sir, there is a strong rumour that the Civil Courts in Trivandrum are to be shifted to the Vanchiyoor Sri Mula Vilasom High School buildings. The public have very serious objection to that course. Firstly, there is sentimental objection since the institution has been started in memory of and connected with the name of the late lamented Sri Mulam Tirunal Maharaja of world wide fame. Further, it is the premier institution in the town with a tradition behind it.

President : I find that one honourable member had given notice of a motion to omit the grant under this Demand. That was brought to my notice only just now ; otherwise, I should have called that member first. Now we have only a minute more for commencing tha debate on the adjournment motion. If that debate is over before 5 P. M., that member will be called upon to speak ; if not, he can do so to-morrow.

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[Mr. K. R. Elenkath.]

They know each field which has not been cultivated to which water has or has not been supplied. Government will be well advised if they arrange that in future these inspections shall be held jointly by the Revenue and P. W. D. authorities. Another factor to which Government give due consideration is that there are now no adequate supervising authority as regards the Kodayar Project area. There is one Division Officer and one sub-division officer. But they are not entirely in charge of irrigation works and much of their time is consumed in looking after works connected with communications, buildings etc., When the Kodayar Project was completed and given operation to, there was a separate irrigation division to look after the distribution of water with two sub-divisions. It was abolished subsequently. That is one of the reasons why the Kodayar Project has not been properly looked after. My submission is that a full time Division Officer with adequate staff should be appointed and put in charge solely of the Kodayar Project work, so that even in the matter of the distribution of water they must have close attention besides devoting timely attention to works of repairs, improvements and the means of irrigation etc., of the project area. A joint inspection of the Land Revenue authorities and the P. W. authorities, as I said before, will help to investigate and recommend more equitable remissions and therefore I would suggest that these things should receive the due consideration of the House and the Government. On that hope and in view of the sympathetic answer given by the Government member, I beg leave of the House to withdraw the motion.

The motion was by leave of the House withdrawn.

President : The House will now proceed with the voting of Demands.

DEMAND III—(*contd.*)

Mr. K. K. Kuruvilla: There is no civilized country in the world which does not think of a reorganisation of the educational system not only of Colleges, not only of Universities but of secondary and primary education. Travancore Education Department still works on an educational code which was framed at the time of Dr. Mitchell, I believe, 27 years ago. I therefore feel that it is high time that the Educational Code should be revised.

I want to deal this afternoon on one aspect of the Educational Code where it relates to grant-in aid. A few figures which I give, I hope, will bring home to this House how unjust the distribution of money has been. As regards secondary education there are 42 Government English Schools and 240 aided schools. Government spends Rs. 3,52,934 on Government English Schools and on 240 aided English schools it spends in the form of grant Rs. 42,076.

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If you calculate it by simple arithmetic you will find that on the average Government spends Rs. 8,450 on Government schools and Rs. 175 on English aided schools. Take again the Malayalam schools. There are 988 Government Malayalam schools and 2283 aided Malayalam schools. In calculating it, you find that the Government spends Rs. 1761 on Government Malayalam schools while it spends Rs. 422 on aided schools. This is, Sir, at a time when the Director of Public Instruction cannot whisper that aided institutions cannot compare favourably with Government institutions. I challenge the Director of Public Instruction in point of results or in any other point whether he could state that Government institutions have been superior to aided institutions. If this is so, is it fair that aided institutions receive so meagre a support from Government?

The grant-in-aid code is based on the idea that the manager could contribute towards current expenses is a myth. Except in the cases of a few well organised societies I don't think any manager is really contributing. When Mr. Statham was here, I remember to have discussed with him and said that if any change in the grant-in-aid code system is brought about he should not think that the manager should contribute. Mr. Statham did not accept it. I find from the papers that when he went to Madras he has made a rule that only 10 per cent. of the total grant should be contributed by the manager. I am sorry that the Travancore atmosphere did not mellow his mind as Madras has done. I hope that the present Director will be influenced by this idea. Therefore I say that if a change is proposed it may be made in such a way that the grant-in-aid managers should not be asked to pay.

I have three suggestions to make in regard to this. One is that the grant-in-aid should not be wasted on inefficiently run institutions. If you would waste it on such institutions all honest institutions will suffer. The managers of such institutions will manipulate accounts and cause the teachers to sign for payments which they have not received. It also places a premium on inefficient schools. If a school fails to provide a good result, the numbers of the pupils decrease and the deficit increases. Why should the efficiently run institutions suffer? If the department wants to go into the scheme in detail I shall present it. But the time at my disposal I fear will not allow me to do so.

Mr. V. S. Arumukham Pillai: Mr. Statham was damaging the cause of the private school managers in his report. Does the member know that?

Mr. K. K. Kuruvilla: I don't know that there are such statements made in the report. I do not say that there are no mismanaged institutions. What I am saying is that if the aided insti-

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tutions fall below the Government institutions in efficiency they should be closed.

The next thing that I have to say is that the private school teachers should receive special consideration from the department. I know personally a number of teachers on whose head the burden of the institution falls are very poorly paid. What I want to impress upon the House is that the contribution of the department to the provident fund of the teachers is not satisfactory. At present the department contributes one chuckram per rupee. Suppose we entertain a graduate teacher on Rs. 35 per mensem. In 25 year's time, his pay may rise up to Rs. 100 but only on rare cases. Then the average comes to about Rs. 65 per mensem. In that case the Government contribution will be about Rs. 48 or Rs. 50 a year. If a teacher serves for 25 years the Government contribution will be Rs. 1,250. That is ten months salary of a second grade Government school teacher. The second grade teacher I suppose gets Rs. 125 per mensem. Then in ten months he gets Rs. 1,250. It is not difficult at all.

The third point I want to raise is this. The Department always speaks of money. In fact, every Department does it. The Department, as I said in the beginning, has returned a lakh of rupees as unspent balance. Such Departments cannot certainly plead lack of money. I can legitimately ask, if there are aided institutions which have produced better results than Government institutions, if they can be compared favourably with Government institutions, why not a few more of the Government institutions be transferred to private managements. I do not say that they should be transferred to every management, if, after investigation, the Department finds that there are particular organisations which can command the services of men who will work not for money but for service, if such organisations can be discovered, why not some of the Government institutions be transferred to such private agencies and the savings utilised for the benefit of better education and for the benefit of the poor teachers in the country? I do not make any other appeal now, because, I want to concentrate on this.

I do not want to deal with the communal question in regard to educational matters, because I am anxious that education at least should be above communal rivalry. (Mr. Kottur Kunjukrishna Pillai, *Hear, hear.*) At least in one matter, let us be above the communal problem, and deal with it on higher grounds of generosity and charity, and think of the poor teachers who do an absolutely useful work in the aided schools which compare very favourably with the Government institutions in the country.

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Mr. Kochickal P. Balakrishnan Tampi: Sir, I rise to oppose the Demand. There has been no steady policy kept by the Government in educational matters. Three or four years ago, Mr. Statham was invited to assist us in remodelling, reforming our education. A valuable report was produced. It was discussed on the floor of the Legislature. Government agreed to certain fundamental reforms recommended by him. Now the wind has turned. In the Administration Report of 1109, Government said that they have accepted certain recommendations of the Education Reforms Committee, especially the lengthening of the elementary school course to 5 years and the establishment of technically biased-schools. But now there is absolutely no mention about the lengthening of the elementary english school course. Nor is there any very serious mention about the starting of technical bias schools, because.—I am deliberately calling it a fad—of the University fad. I am not saying anything disparagingly about the Director of of Public Instruction because in 1110 he had been franker. He said about accommodation and equipment in schools that it is not possible to report with any satisfaction regarding the accommodation of Vernacular schools and it is particularly unfortunate to have to state that generally speaking the accommodation in departmental schools is less satisfactory than the accommodation in aided schools. Further down, he says—owing however to retrenchment it was not possible to provide funds for the rebuilding of any departmental or aided schools except when local people came forward with help." Lower down still he says—"many departmental schools are in urgent need of equipment and particularly furniture but it is not possible to meet their requirements. In 1110 the Director continues the same old elegiae note that accommodation in departmental schools is extremely inadequate and unsatisfactory. Thanks to the Director of Public Instruction for this admission. Many schools have not sufficient accommodation for the existing strength and a large number of departmental primary schools also are cruelly overcrowded. Government are unable to accept the proposal owing to financial retrenchment. At page 92 the Director says in many vernacular schools equipment is unsatisfactory, as unsatisfactory as accommodation in many middle schools and primary schools. A fairly large proportion of pupils have to squat on the dirty mud floor for want of benches.

In spite of these things I am tempted to congratulate the Government. I must do it because they have faith in themselves and because of their hopefulness. Of course they are not concerned with this grant for Elementary Education. They seem to think

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that they are so well prosperous, so well literate so well situated as regards secondary and vernacular education as to go in for the transplanting of the New Jerusalem ..... namely the University.

President: There is no University yet in Jerusalem.

Mr. Kochikal P. Balakrishnan Tampi: That is a biblical phrase, Sir. Now I think it is not an act of statesmanship to go in for any higher education without setting right elementary education. There has been a confession, there has been repeated admission on the part of the department that the accommodation and equipment of the elementary education is very inadequate.

Mr. C. V. Chandrasekharan (*Special University Officer*): Does the honourable member suggest that the colleges should be abolished.

Mr. Kochikal P. Balakrishnan Tampi: I would even recommend that. If the Government cannot manage properly elementary and secondary schools, they had better close the colleges. In the administration report for 1110 it is stated that the Director has considered the proposal sent by the Inspector of schools for the revision of the curricula of studies of the elementary schools and it is not a very creditable thing either to the Department or to the Government that so far they have not had time to think about the revision of the curricula of studies. If for more than six lakhs of boys of tender age the Government cannot provide accommodation, if they are still crawling on dirty mud floors and if the Government could not provide a suitable curricula of studies, if the Government have not provided for their not lapsing into illiteracy again and if the same Government thinks of starting a new brand 'patented' University I would again repeat that it is not a very wise administrative act. (*Hear, hear.*)

Sir the support given to the private schools is also very meagre. There is no provision made for the medical inspection of children in secondary schools. Even the arrangement made for the inspection of elementary school children is not adequate. There are other educational matters also which are being sorely neglected. Much has been said about the training of teachers, but it is not a very wholesome feature that more than 50 per cent. of the elementary school teachers are not yet trained.

A larger number of training schools should have been opened. But it is not something which appeals to the imagination. It is not a matter which is being talked very much in the newspapers. It must be the aim of every Government to do whatever it can for elementary education. Secondary education and collegiate education might be considered as a luxury. It is the primary duty of the

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State to see that primary education is re-organized and placed on a sound basis. Without looking to that, Government are trying to impose a superstructure without a foundation.

The aid given to the depressed classes is very meagre. The Director admits that there is a wholesome reaction to the Government grant of 8 as. to every pupil, and that there is a large increase of depressed class pupils going to schools. I wish Government had made provision to give greater concession by giving them midday meals and clothes and books. If only Government had done this without going in for luxuries, they would certainly have come in for congratulation from all right-thinking people.

Mr. Nedumangad R. Kesavan Nair: Sir, I oppose the demand. My views are entirely in agreement with the views expressed by my honourable friend Mr. Balakrishnan Tampi. If this Government that has been spending 20 per cent. of their revenues on education could not properly organise primary education, there is no exaggeration when we say that our Colleges may be abolished. The standard of teaching so far as the primary schools are concerned has been very frankly admitted by the Director in his Administration Report for 1111 at page 7 to be higher. He has also stated about the majority of students going to private institutions. What does that mean ? It means that Government schools are inefficient as compared with private schools. The department is not attaching any importance to the supervision of Government schools. The inefficiency of Government schools is mainly due to the frequent transfer of teachers. Apart from the fact that Government will have to meet a very decent amount by way of T. A., it also tells upon the discipline of the students. When a student finds that he has no fixed teacher for a complete year, there is no wonder that he does not get proper discipline. The teacher also does not attend to his teaching properly. Due to these things there is a lack of discipline in the schools.

I wish to submit a word in the matter of giving grants, I mean additional grants, to non-departmental schools. In this connection I would invite the attention of the House to a paragraph in the Departmental Administration Report for the year 1111. It reads thus :

> "The total number of private schools decreased to 61 being due to withdrawals and overlapping of schools..... The strength of these institution however increased by sixteen thousand and odd."

What I want to point out is, if the Government had thought it fit to effect cancellation of schools for which they granted recognition and thus decreased the figure by 61 schools, it goes to

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show that there was no proper scruteny at the time when the recognition was recommended. Again, before giving grant to a particular school, there is a specific condition enjoining the managers to give a declaration that their financial position to run the school is sound and enough for its maintenance. If the authorities had been careful in strictly applying that condition, I am sure, there would not have been such decrease in the number of aided schools after aid was given to them.

So far as attendance in schools is concerned, there is a plea decidedly for a revival of the aided schools. This is the relevant portion of the report.

> "The total number of pupils under instruction in private institutions, is 57·1 per cent. while 42·9 per cent. (admittedly a lesser number) refers to departmental institutions".

That admittedly shows, a lesser number of students are reading in departmental institutions.

I would also invite the attention of the Government to completely drop the technical section in schools now under the care of the Education Department. So that it may be given to the Industrial Department. I understand that separate grants are being given for technical institutions run under the Industries Department. Why provision should be made for the same subject under two institutions is a question that I cannot understand. I pointedly ask, why when there is an Industrial Director to look after technical institutions, there should also be a Chief Inspectress of English Schools, if my information is correct, for the same purpose. Wherein lies the necessity of maintaining two separate departments for one subject-matter. If the technical departments are brought under the control of one department, whether it is the Industries or Education Department, there will not arise the contingency of spending T. A. for those two departmental hands. It could not be said that grants are given to the Education Department to impart instruction to girls. I am aware of the fact that instructions are freely imparted to boys and girls in the Industrial Department also.

Another point that I have to speak about is the grant of half a rupee allowed to the teachers of private schools. If the Government do not see the half a rupee so granted is paid to the teacher they stand condemned. My point is, if that is the grant allowed by Government for the teacher it should ensure to the benefit of the teacher. It is said that almost all the managers of aided institutions are most mercilessly depriving their subordinate teachers the grants allowed by Government. If it were in substance true, I have to

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condemn it with all the vehemence I can command. These teachers sign for that amount, but half the share goes to the managers. I would invite the attention of the Director of Public Instruction to see that proper scrutiny is placed on these managers so that the amounts that they receive by way of grants may be paid to the poor vernacular school teachers in order that they may not be deprived of their legitimate dues.

Mr. Kottur Kunjukrishna Pillai: I wish to speak a few words on this demand. It has been pointed out that aided schools are working more efficiently than the departmental schools. Judged from the results in the examinations, we find that the departmental schools are not faring as well as they might be, and that fact has to be taken note of. Government have to concentrate their attention on the efficiency of teaching and the maintenance of discipline in the schools. Sir, representing, as I do, Quilon, I know perfectly well that for the last two or three years or more the condition of the departmental school there has been anything but satisfactory. It has to be admitted that the discipline of the school is at a very low level and there have been instances, very glaring, which have been brought to the notice of the Divisional Inspector and the Director. Transfers have been effected and all that could be done has been done but with no improvement. Transfer of one person and the substitution of another has not apparently improved matters because the effect of the transfer apparently has not been satisfactory. It has also to be pointed out that the constant transfers in the department as a whole, and particularly in the Vernacular section, has been brought to the notice of the Director by me very often and I have pointed out specific instances of a teacher being transferred from one place to another twice or even three times within one or two months. That practice has to be put an end to.

It has been very correctly pointed out that Government spend the tax payers money on a liberal scale by way of grant and that the maximum result of the expenditure has not been realised. I hope that the Director will look into this matter seriously and rectify the error.

I have to point out another matter that has been suggested by my friend Mr. Kuruvilla, the disparity now existing between the pay of teachers in Government schools and aided schools. It is very great. I think there must be some arrangement by which there may be a more equitable standard established with regard to pay in departmental and private schools. When I say that, I will have to remind that the Department will have to exercise greater control with regard to the appointments to be made in the aided

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schools as a whole. Though my friend Mr. Kuruvilla may say that there is no necessity of communal representation in the case of the Education Department, I will be the first person to endorse that point of view. It has to be pointed out that in aided schools which are mostly denominational communal considerations have full sway in the matter of appointments. It has been very correctly pointed out by a former Director, I mean Mr. McAlpine, that there is absolutely no difference between aided schools and Government schools in the matter of the source of the pay of both sets of teachers. The difference is merely this. In one case they provide for pension and give pay from the treasuries, in the case of aided schools Government give their pay by way of grant-in-aid to managements.

President: The House will now adjourn and meet again to-morrow at 11 A. M.

The House adjourned at 5 P. M.

E. I. CHACKO,
Secretary to the Sri Chitra State Council.

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